

Annual Implementation Plan: for Improving Student Outcomes

School name: Kensington Primary School.

Year: 2017

School number: 2374

Based on strategic plan: 2015 - 2018

Endorsement:

Principal – Nigel Holloway

[date]

Senior Education Improvement Leader – Mona Malouf

[date]

School council – Stewart Brook

[date]

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
<ul style="list-style-type: none"> • Achievement: To improve the learning growth of every student in literacy and numeracy. • Engagement: To establish a rich, relevant, challenging and stimulating learning environment that engenders consistently high levels of student engagement • Wellbeing: To develop students who are motivated, engaged, resilient and willing to contribute to the wellbeing of others. • Productivity : To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Improvement Initiatives rationale:

Analysis of school level data including the Panorama Report, NAPLAN and school based assessment data – Kensington primary School has two clear improvement agendas. The first is the importance of ensuring strong learning GROWTH and the second is a specific focus on Mathematics school wide. Below we have detailed how we will approach the 3 selected Improvement Initiatives from FISO. To address both the issue of GROWTH and mathematics it is clear that as a school community we need a focus on personalising learning. This phrase is used a great deal in education, but at its very heart it is about every child receiving an education that meets their personal learning needs. That learning experiences are suitably challenging and engaging.

As a staff we have also identified, through data analysis and discussion, that an area for development is the 'Implement and Monitor' phase of the school improvement cycle with 70% of staff responding that we are currently working at the Emerging phase.

INITIATIVE 1: 'Building practice excellence' will be addressed by in the development and introduction of a new model of professional development and collective knowledge building called Action Research Teams. These teams will all focus on a single area of need from four distinct perspectives. Pedagogy, Quality Curriculum, Evaluation and Monitoring and Engagement and Wellbeing. The introduction and development of the PLC (Professional Learning Community) model will also address this by ensuring a keen and unrelenting focus on quality planning, student data, wellbeing and outstanding teaching in every classroom every day.

INITIATIVE 2: 'Building leadership teams' will be addressed across all levels of the school through leadership capacity building. Instructional leadership within the classroom, team leadership in the form of PLC facilitators, school improvement leadership in the form of Action Research Team facilitators and community leadership by the school leaders in developing and driving a clear vision and direction for the school community. By focusing on the development of leadership capacity throughout the school we effectively build the capacity of our school to take shared responsibility for school improvement, personalising learning and student outcomes. Professional trust and 'on demand' support will drive this work.

INITIATIVE 3: 'Empowering students and building school pride' aims to address the student attitude to school survey results. The introduction of a Kensington Kick Off program, development of an Engagement and Wellbeing role and the continued development of the Bounce Back approach are all aimed at improving student's attitude toward school. A keen focus on personalising learning should also result in an improvement in this data set as students should feel more ownership of their learning via goal setting.



END OF School Strategic Plan TARGETS Discussion:

ACHIEVEMENT:

TEACHER JUDGEMENTS

- 80% of students to be at or above the expected AusVELS levels in all English and Mathematics domains. **TARGET MET** with the following two exceptions.
 - Year 6 Number – 79% at or above.
 - Year 5 Number – 76.93% at or above.

NAPLAN

- 80% of students in Year 3 to be at or above band 4 in reading and numeracy. **TARGET MET.**
- 70% of students in Year 5 to be at or above band 6 in reading and numeracy. **TARGET MET.**
- Increase the percentage of students achieving high relative growth in NAPLAN.

NAPLAN band data

Year 3 - Reading

Year	Band 4+ %	Target	
2104	87		
2015	90	Maintain 80+%	TARGET MET.
2016	95.6	Maintain 80+%	TARGET MET.
2017		Maintain 80+%	
2018		80%	

Year 3 – Numeracy

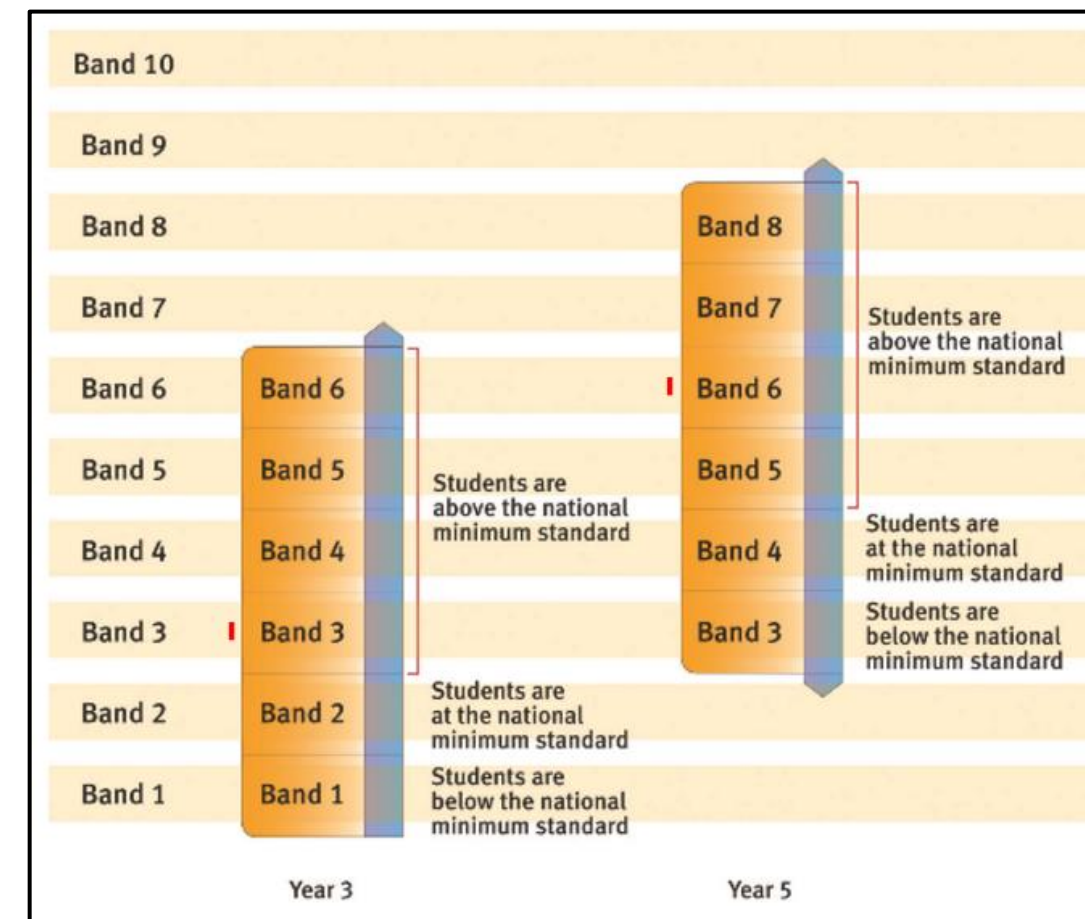
Year	Band 4+ %	Target	
2104	84		
2015	82	Maintain 80+%	TARGET MET.
2016	85.5	Maintain 80+%	TARGET MET.
2017		Maintain 80+%	
2018		80%	

Year 5 – Reading

Year	Band 6+ %	Target	
2104	81		
2015	80	Maintain 70+%	TARGET MET.
2016	86	Maintain 70+%	TARGET MET.
2017		Maintain 70+%	
2018		70%	

Year 5 – Numeracy

Year	Band 6+ %	Target	
2104	62.7		
2015	65	64	TARGET MET.
2016	76	66	TARGET MET.
2017		68	
2018		70%	



NAPLAN Relative growth data.

SPELLING

Year	Low relative growth %	Medium relative growth %	High relative growth %	High relative growth % TARGET	DISCUSSION
2014	10	72.5	17.5		<p>SPELLING TARGET MET.</p> <p>However, the % of students achieving high relative growth fell from 34.88% in 2015 to 21.74% in 2016. In addition the % of students achieving low relative growth has increased from 10% in 2014 to 15.22% in 2016 – Showing a trend of a greater number of students achieving low relative growth each year.</p>
2015	13.95	51.16	34.88	19	
2016	15.22	63.04	21.74	21	
2017				23	
2018				25	

READING

Year	Low relative growth %	Medium relative growth %	High relative growth %	High relative growth % TARGET	DISCUSSION
2014	10	65	25		<p>READING TARGET MET.</p> <p>The % of students achieving high relative growth increased from 36.36% in 2015 to 37.21% in 2016. However, the % of students achieving medium relative growth fell from 50% in 2015 to 39.53% in 2016. Further, the % of students achieving low relative growth increased from 13.64% in 2015 to 23.26% in 2016.</p>
2015	13.64	50	36.36	25+	
2016	23.26	39.53	37.21	25+	
2017				25+	
2018				25+	

GRAMMAR AND PUNCTUATION

Year	Low relative growth %	Medium relative growth %	High relative growth %	High relative growth % TARGET	DISCUSSION
2014	10	67.5	22.5		<p>GRAMMAR AND PUNCTUATION TARGET MET.</p> <p>The % of students achieving high relative growth was maintained about the target. However, the % of students achieving medium relative growth fell from 53.49% in 2015 to 45.65% in 2016 and the % of students achieving low relative growth increased from 18.6% in 2015 to 23.26% in 2016.</p>
2015	18.6	53.49	27.91	24	
2016	23.26	45.65	26.09	25	
2017				25+	
2018				25+	

WRITING

Year	Low relative growth %	Medium relative growth %	High relative growth %	High relative growth % TARGET	DISCUSSION
2014	13.16	39.47	47.37		<p>WRITING TARGET MET.</p> <p>The % of students achieving high relative growth was maintained about the target. However, the % of students achieving medium relative growth fell from 59.52% in 2015 to 51.06% in 2016 and the % of students achieving low relative growth increased from 16.67% in 2015 to 23.40% in 2016.</p>
2015	16.67	59.52	23.81	Maintain 25+	
2016	23.40	51.06	25.53	Maintain 25+	
2017				Maintain 25+	
2018				Maintain 25+	

NUMERACY

Year	Low relative growth %	Medium relative growth %	High relative growth %	High relative growth % TARGET	DISCUSSION
2014	21.95	53.66	24.39		<p>NUMERACY TARGET NOT MET.</p> <p>The % of students achieving high relative growth fell from 25% in 2015 to 17.78% in 2016. Of significant concern is the 40% of students that achieved low relative growth in 2016.</p>
2015	38.64	36.36	25	25	
2016	40	42.22	17.78	25+	
2017				25+	
2018				25+	

OVERALL ACHIEVEMENT DISCUSSION.

The data above demonstrates that most students are performing above the NAPLAN expected bands, however, are not meeting their potential in terms of growth. This indicates a need for a more rigorous focus on the achievement of individual students within each cohort and this will be operationalised within the PLC model through use of data and in classrooms through individual student goal setting.

ENGAGEMENT:

ATTITUDES TO SCHOOL SURVEY VARIABLE MEANS

- Stimulating learning - from 4.18 to 4.30 - **TARGET NOT MET.**
- Teacher effectiveness – from 4.52 to 4.60 - **TARGET NOT MET.**
- Student motivation – from 4.59 to 4.70 - **TARGET NOT MET.**
- School connectedness – from 4.54 to 4.70 - **TARGET NOT MET.**

Stimulating learning			Teacher effectiveness			Student motivation			School connectedness		
Year	Factor Mean score	Target	Year	Factor Mean score	Target	Year	Factor Mean score	Target	Year	Factor Mean score	Target
2014	4.18		2014	4.52		2014	4.59		2014	4.54	
2015	4.10 / 4.08	4.21	2015	4.33 / 4.31	4.54	2015	4.70 / 4.37	4.61	2015	4.64 / 4.47	4.58
2016	3.77	4.24	2016	4.05	4.56	2016	4.37	4.64	2016	4.15	4.62
2107		4.27	2017		4.58	2107		4.67	2017		4.66
2018		4.30	2018		4.60	2018		4.70	2018		4.70

STAFF OPINION SURVEY VARIABLE MEANS

- Collective responsibility – from 84.81 to State mean, 87+ **TARGET NOT MET.**
- Collective efficacy – from 77.16 to State mean, 80+ **TARGET NOT MET.**
- Parent and community involvement – from 82.35 to greater than State mean, 80+ **TARGET NOT MET.**

Collective responsibility			Collective efficacy			Parent and community involvement		
Year	Overall mean score	Target	Year	Overall mean score	Target	Year	Mean score	Target
2014	84.81		2014	77.16		2014	82.35	
2015	86.55		2015	80.81		2015	80.69	> state mean
2016	60.7	Sate mean – 87	2016	74.61	Sate mean – 80+	2016	56.7	> state mean – 80+
2107		74	2017		77	2107		70
2018		Sate mean – 87+	2018		Sate mean – 80+	2018		> state mean – 80+

OVERALL ENGAGEMENT DISCUSSION.

The data above shows a decline in both staff and student attitudes and opinions from 2015 to 2016. The most notable event that took place during this time was the unexpected retirement of the longstanding principal and subsequent recruitment process for a new substantive principal. However, if we are to conclude that this event was the main factor impacting on student and staff opinion and attitude data then this clearly highlights the need for the focus on 'Building leadership teams' and 'Building practice excellence' to ensure organisational resilience. We need to ensure collective understanding and responsibility for school improvement and student outcomes to safeguard against future events having this kind of impact.

Implementing the PLC model and the ARTs will provide the structures and forums to examine closely programs and practices linked with the indicators above.

We will not make any kneejerk changes without watching the trend data following the implementation of PLCs and ARTs. .

WELLBEING:

ATTITUDES TO SCHOOL SURVEY VARIABLE MEANS

- Connectedness to school – from 4.54 to 4.7 **TARGET NOT MET.**
- Connectedness to peers – from 4.36 to 4.5 **TARGET NOT MET.**
- Classroom behaviour – from 3.4 to 3.5 **TARGET NOT MET.**
- Student safety – from 4.45 to 4.5 **TARGET NOT MET.**

School connectedness			Connectedness to peers			Classroom behaviour			Student safety		
Year	Factor Mean score	Target	Year	Factor Mean score	Target	Year	Factor Mean score	Target	Year	Factor Mean score	Target
2014	4.54		2014	4.36		2014	3.40		2014	4.45	
2015	4.64 / 4.47	4.58	2015	4.45 / 34	4.39	2015	2.97 / 2.99	3.42	2015	4.61 / 4.53	4.46
2016	4.15	4.62	2016	4.11	4.43	2016	3.13	3.45	2016	4.44	4.47
2107		4.66	2017		4.47	2107		3.48	2017		4.48
2018		4.70	2018		4.50	2018		3.50	2018		4.50

PARENT OPINION SURVEY MEANS

- Behaviour management – from 5.81 to 6.0 **TARGET NOT MET.**
- All student engagement variables to be 6.0 or higher **TARGET NOT MET.**

Behaviour management			Connectedness to peers			Student motivation			Social skills			School connectedness		
Year	School Mean score	Target	Year	School Mean score	Target	Year	School Mean score	Target	Year	School Mean score	Target	Year	School Mean score	Target
2014	5.81		2014	5.97		2014	5.87		2014	5.86		2014	5.97	
2015	5.66	5.85	2015	6.02	5.98	2015	5.99	5.90	2015	5.94	5.89	2015	6.07	5.98
2016	5.19	5.90	2016	5.56	5.99	2016	5.75	5.94	2016	5.57	5.93	2016	5.87	5.99
2107		5.95	2107		6.0	2107		5.97	2107		5.96	2107		6.0
2018		6.0	2018		6.0+	2018		6.0	2018		6.0	2018		6.0+

STAFF OPINION SURVEY

- Parent and community involvement – maintain state mean, 80+ **TARGET NOT MET.**
- Collective responsibility - from 84.81 to State mean, 87 **TARGET NOT MET.**

Collective responsibility			Parent and community involvement		
Year	Overall mean score	Target	Year	Overall mean score	Target
2014	84.81		2014	82.35	
2015	86.55		2015	80.69	> state mean – 80+
2016	66.7	Sate mean – 87	2016	56.7	> state mean –
2107		75	2017		70
2018		Sate mean – 87	2018		> state mean – 80+

OVERALL WELLBING DISCUSSION – As above with Engagement discussion. PLCs and ARTs should address all these indicators – alongside clear communication to students and parents about rules and behaviour management. PLCs will be focused around quality planning and student wellbeing, ARTs will focus on whole school improvement – including motivation and social skills.

PRODUCTIVITY:

STAFF OPINION SURVEY

- Overall mean score of Professional learning from 70.22 to state mean, 80 **TARGET NOT MET.**

Profession learning overall score			DISCUSSION
Year	Overall Mean score	Target	
2014	70.22		ARTs will be an ongoing source of professional learning. Staff gatherings are being refocused on whole school improvement and will be mainly professional learning focused next year. PLCs will be used to identify TEAM level professional learning needs. PLC facilitators and ART facilitators will be engaged in leadership professional learning. Individual teachers will be supported to engage in self-directed professional learning based on passions and needs identified in PD conversations. The Peer Observation process will be reviewed and refined to ensure ongoing opportunities to share practice.
2015	77.30		
2016	57.62	78	
2107		68	
2018		Sate mean – 80	

PARENT OPINION SURVEY

- Overall mean score of school improvement from 5.70 to 5.80 **TARGET NOT MET.**

School improvement			DISCUSSION
Year	School Mean score	Target	
2014	5.70		With increased communication about school improvement efforts and processes, ongoing opportunities for community input and engagement this indicator should rise. It is possible that this indicator is also linked to the change in school leadership that took place this year. It will be critical to watch this indicator moving forward.
2015	5.74	5.72	
2016	5.20	5.75	
2107		5.78	
2018		5.80	

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
BUILDING PRACTICE EXCELLENCE	<ul style="list-style-type: none"> • Introduction of Action Research Teams to drive continued school improvement by: <ul style="list-style-type: none"> ○ Identifying professional development needs, ○ ensuring practice expectations are evidence based and clearly documented, ○ promoting collective accountability to quality practice in every classroom, and ○ focussing on a single need from four perspectives. Pedagogy / Quality Curriculum / Evaluation and Monitoring / Engagement and Wellbeing. • Introduction of the Professional Learning Community (PLC) model to: <ul style="list-style-type: none"> ○ ensure a focus on and commitment to the learning of each individual student – including the effective use of data, ○ provide time for teachers to work together to build shared knowledge and understanding, not just pooling ideas, ○ promote teacher collaboration that results in improved practice in every room, ○ allow for collaborative planning of high quality learning experiences, ○ foster professional reflection and commitment to continuous improvement, ○ link thinking and action as close to the classroom as possible (teachers think it can be done better – do it better – share evidence), and ○ promote a results and evidence focused approach to improvement and innovation.
BUILDING LEADERSHIP TEAMS	<ul style="list-style-type: none"> • Actively promote leadership development in all areas of the school, including but not limited to: <ul style="list-style-type: none"> ○ PLC Facilitators / ART facilitators / Priority leaders (ICT / Inquiry etc) / Instructional leadership in the classroom.

Published: February 2016

Section 2: Improvement Initiatives

● Not commenced or severely behind schedule. ● Slightly behind schedule but remediation strategies are in place to get back on schedule. ● On schedule and/or completed.

STRATEGIC PLAN GOALS		To improve the learning growth of every student in literacy and numeracy. To establish a rich, relevant, challenging and stimulating learning environment that engenders consistently high levels of student engagement						
IMPROVEMENT INITIATIVE		BUILDING PRACTICE EXCELLENCE						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Teacher Judgement - 80% of students to be at or above the expected AusVELS levels in all English and Mathematics domains. Year 5 and 6 Numeracy 76.93% and 79% respectively. NAPLAN - 80% of students in Year 3 to be at or above band 4 in reading and numeracy. TARGET MET. NAPLAN - 70% of students in Year 5 to be at or above band 6 in reading and numeracy. TARGET MET. NAPLAN - Increase the percentage of students achieving high relative growth. TARGET MET IN ALL AREAS EXCEPT NUMERACY. Attitudes to School Survey - Classroom behaviour – from 3.4 to 3.5 TARGET NOT MET. Attitudes to School Survey - Stimulating learning - from 4.18 to 4.30 - TARGET NOT MET. Staff Opinion Survey - Collective responsibility – from 84.81 to State mean, 87+ TARGET NOT MET. Staff Opinion Survey - Collective efficacy – from 77.16 to State mean, 80+ TARGET NOT MET. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Teacher Judgement - 80% of students to be at or above the expected AusVELS levels in all English and Mathematics domains. (Year 5 and 6 Numeracy from 76.93% and 79% respectively to 80% or more). NAPLAN - Increase the percentage of students achieving high relative growth in NUMERACY (from 17.78% in 2016 to 21% in 2017) Attitudes to School Survey - Classroom behaviour – from 3.4 to 3.5 (from 3.13 in 2016 to 3.48 in 2017) Attitudes to School Survey - Stimulating learning - from 4.18 to 4.30 (from 3.77 in 2016 to 4.27 in 2017) Staff Opinion Survey - Collective responsibility – from 84.81 to State mean, 87+ (from 66.7 in 2016 to 75 in 2017) Staff Opinion Survey - Collective efficacy – from 77.16 to State mean, 80+ (from 47.61 in 2016 to 77 in 2017) 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Introduction of Action Research Teams to drive continued school improvement.	Document KPS approach to Action Research Teams; including: - KPS philosophy about Action Research that clearly outlines the WHY and HOW of our Action Research approach to school improvement. - Template for documenting research and findings.	Leadership Team.	Pre 2017.	6 months: - KPS ART document complete. - ARTs Template complete.	● ● ●		\$0	
				12 months: - KPS ART document updated based on Semester 1	● ● ●		\$0	



Published: February 2016



Framework for Improving Student Outcomes

	- Strategies for reflecting on and improving the ART process.			and 2 reflections.				
	Introduce and implement ART approach. - Professional development for staff. - Weekly ART Facilitator meeting to monitor and plan for the improvement of ARTs.	Leadership Team and ART Facilitators.	Term 1.	6 months: - Weekly ART meetings – minuted. - ART template being completed by each team and dated to indicate progress – Available on Drive. - Semester 1 reflection on the ART approach completed by all staff.	● ● ●		\$0	
				12 months: - Semester 2 reflection on the ART approach completed by all staff. - School Improvement Matrix Data. o 'Evaluate and Diagnose' indicator to decrease from 60% to 40% for 'Evolving'. o 'Prioritise and Set Goals' indicator to decrease from 25% to 10% for 'Emerging'. o 'Develop and Plan' indicator to decrease from 25% to 10% for 'Emerging'. o 'Implement and Monitor' indicator to decrease from 70% to 50% for 'Emerging'. - Staff Opinion Survey o Overall mean score of Professional Learning 57.62 to 68. o Overall mean score of school improvement from 5.2 to 5.78.	● ● ●		\$0	
	Meeting schedule developed that includes: - PLCs - ARTs - Staff Gatherings. - 3 way conferences. - Meeting free weeks for reporting etc. - Mandated staff training. - Curriculum days.	Nigel and Julie.	Start Term 1.	6 months: - Meeting schedule developed and distributed to all. - Reflection by all staff on the effectiveness of the meeting schedule in meeting the needs of the school. (end Semester 1)	● ● ●		\$0	
				12 months: - Meeting schedule reviewed in light of staff reflections.	● ● ●		\$0	
	As a result of the ART approach: Research and document an agreed school Instructional Model that includes: - Beliefs about learning and teaching. - Essential elements of classroom practice (Instructional strategies). - Assessment and monitoring of teaching and learning. - Agreed approach to goal setting, feedback and reflection. - Links to KPS curriculum documents. Areas to be documented in the IM are: - Reading. - Writing (including spelling).	ALL.	Term 1.	6 months: - Reading section of Instructional Model complete. - Writing section of Instructional Model complete. - Essential elements of classroom practice visible in most classrooms from F - 6.	● ● ●		\$0	
				12 months: - Inquiry section of Instructional Model complete by end Term 4. - Essential elements of classroom practice visible in all classrooms from F - 6. - Improved student outcomes based on targets set by the Evaluation and Monitoring ART.	● ● ●		\$0	



	<ul style="list-style-type: none"> - Inquiry. - Mathematics – including proficiencies. - Speaking and Listening. - Digital Learning. - Wellbeing – Bounce Back. - Physical Education. - The Arts – Music / Visual Arts. - LOTE 							
Introduction of the Professional Learning Community (PLC) model.	Document KPS approach to Professional Learning Teams; including: <ul style="list-style-type: none"> - KPS philosophy about Professional Learning Teams that clearly outlines the WHY and HOW of our PLC approach to improving student outcomes. - PLC meeting agenda template. - Strategies for reflecting on and improving the PLCs. 	Leadership Team.	Pre 2017.	6 months: <ul style="list-style-type: none"> - KPS PLC document complete. 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> - KPS PLC document updated based on Semester 1 and 2 reflections. 	● ● ●		\$0	
	Introduce and implement Professional Learning Communities approach to improving student outcomes. <ul style="list-style-type: none"> - Professional development for staff. - PLC Facilitators to attend PLC conference. - Weekly PLC Facilitator meeting to monitor and plan for the improvement of PLCs. 	Leadership Team and PLC Facilitators.	Term 1.	6 months: <ul style="list-style-type: none"> - Weekly PLC meetings. - PLC meeting minutes stored on Drive to indicate weekly progress. - Semester 1 reflection on the PLC approach completed by all staff. 	● ● ●		\$10,000	
				12 months: <ul style="list-style-type: none"> - Semester 2 reflection on the PLC approach completed by all staff. - Staff opinion survey: <ul style="list-style-type: none"> o Collective Responsibility to increase from 66.7 to 75. o Collective Efficacy to increase from 47.61 to 77. - Attitudes to school survey: <ul style="list-style-type: none"> o Stimulating learning - from 3.77 to 4.27. 	● ● ●		\$0	
	PLCs identify goals based on cohort student learning data for reading, writing and maths. <ul style="list-style-type: none"> - Professional learning to improve 'data literacy' including tools to analyse student learning data. 	PLCs.	Term 1.	6 months: <ul style="list-style-type: none"> - Each PLC has a cohort goal for reading, writing and maths – available on Drive. - Cohort goals are SMART. - All teams utilizing ZPD / 'Target Students' data to inform goal setting. 	● ● ●		\$2,000	
				12 months: <ul style="list-style-type: none"> - PLC goals for reading, writing and maths achieved. 	● ● ●		\$0	
	PLCs making effective use of student learning data to inform weekly planning sessions.			6 months: <ul style="list-style-type: none"> - Planning sessions are based on student learning data. - Data is discussed during planning sessions. - ZPD documents used to inform planning. 	● ● ●		\$0	



				12 months: <ul style="list-style-type: none"> - Focus groups / Learning Intentions can be clearly attributed to a data set. 	● ● ●		\$0	
	PLCs to use weekly mini moderation tasks to reflect on student progress and inform planning.	PLCs	Term 1.	6 months: <ul style="list-style-type: none"> - Maths tasks are identified in planning as MMTs (Mini Moderation Tasks). - All classes in the year level are completing the MMTs. - Student work from MMTs is used to inform planning. 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> - Writing tasks are identified in planning as MMTs (Mini Moderation Task). - All teachers bring agreed artefact from MMTs to planning for discussion. (Work samples / cross checks etc). - MMT discussions inform weekly planning. 	● ● ●		\$0	
	PLCs to trial and document a process for student goal setting and monitoring. (Aim: whole school approach in 2018).	PLCs	Term 1	6 months: <ul style="list-style-type: none"> - Every teacher has implemented a system in their classroom to inform their input to the PLCs agreed approach. - PLC agrees on a single approach for Semester 2. - Students know their learning goals. 	● ● ●		\$1000 (school visits)	
				12 months: <ul style="list-style-type: none"> - All PLCs have an agreed approach to student goal setting to share at a Staff Gathering. - Whole School Approach to student goal setting developed based on the learning of each PLC. - Students know their learning goals and understand how to show evidence of achievement. 	● ● ●		\$0	
	PLCs to utilise Progression Point data to identify Target Students who are 'at risk' based on achievement and growth.	PLCs	Term 1	6 months: <ul style="list-style-type: none"> - PLCs have analysed Progression Point data for every child and plotted achievement and growth. - PLCs have documented strategies to be used to support Target Students. 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> - PLCs have updated 'Target Students' data sheets based on new progression point data. - PLCs have reviewed effectiveness of identified strategies. 	● ● ●		\$0	
Learning Observations process documented and implemented to enable opportunities for teachers to observe and provide critical feedback in line with agreed instructional approaches.	Leadership Team PLC Facilitators	Term 1	6 months: <ul style="list-style-type: none"> - Learning Observations process documented. - Every member of staff has completed 1 Learning Observation, accompanied by a member of the school leadership team. 	● ● ●		?		



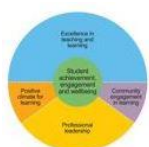
				<p>12 months:</p> <ul style="list-style-type: none"> - Every member of staff has completed another Learning Observation and a feedback session has been completed. - Staff have reflected on effectiveness of Learning Observations and the process has been updated for 2018. 	<p>● ● ●</p>				
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students							
IMPROVEMENT INITIATIVE	BUILDING LEADERSHIP TEAMS							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Attitudes to School Survey - Student safety – from 4.45 to 4.5 TARGET NOT MET. Attitudes to School Survey - Teacher effectiveness – from 4.52 to 4.60 - TARGET NOT MET. Staff Opinion Survey - Overall mean score of Professional learning from 70.22 to state mean, 80 TARGET NOT MET. Staff Opinion Survey - Parent and community involvement –state mean, 80+ TARGET NOT MET. Parent Opinion Survey - Overall mean score of school improvement from 5.70 to 5.80 TARGET NOT MET. 							
12 MONTH TARGETS	<ul style="list-style-type: none"> Attitudes to School Survey - Student safety – from 4.45 to 4.5 (from 4.44 in 2016 to 4.48 in 2017) Attitudes to School Survey - Teacher effectiveness – from 4.52 to 4.60 - (from 4.05 in 2016 to 4.58 in 2017) Staff Opinion Survey - Overall mean score of Professional learning from 70.22 to state mean, 80 (from 57.62 in 2016 to 68 in 2017) Staff Opinion Survey - Parent and community involvement –state mean, 80+ (from 56.7 in 2016 to 70 in 2017) Parent Opinion Survey - Overall mean score of school improvement from 5.70 to 5.80 (from 5.20 in 2016 to 5.78 in 2017) 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Actively promote leadership development across all areas of the school.	PLC Facilitator positions established.	Leadership Team	Pre Term 1	6 months: <ul style="list-style-type: none"> EOI process articulated and description of responsibilities available to all. Staff appointed to positions. 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> Position reflections completed by all staff to identify strengths and areas for improvement. 	● ● ●		\$0	
	ART Facilitator positions established.	Leadership Team	Pre Term 1	6 months: <ul style="list-style-type: none"> EOI process articulated and description of responsibilities available to all. Staff appointed to positions. 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> Position reflections completed by all staff to identify strengths and areas for improvement. 	● ● ●		\$0	
	Priority Area Leadership Positions established.	Leadership Team	Pre Term 1	6 months: <ul style="list-style-type: none"> EOI process articulated and description of responsibilities available to all. Staff appointed to positions. 	● ● ●		\$0	
	<ul style="list-style-type: none"> Inquiry. Wellbeing. Data. Digital Learning. 			12 months: <ul style="list-style-type: none"> Position reflections completed by all staff to identify 	● ● ●		\$0	

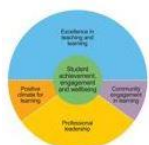
				strengths and areas for improvement.				
	Strengthen succession planning to guarantee a pipeline of next generation leaders.	Leadership Team	Ongoing	6 months: <ul style="list-style-type: none"> - BASTOW Leadership Professional Development opportunities identified and distributed to all staff. - Staff supported to engage in Leadership PD. 	● ● ●		?	
				12 months: <ul style="list-style-type: none"> - Staff have completed Leadership PD and report improved leadership practice. - Improvement projects demonstrate improved leadership capacity. 	● ● ●		\$0	
	Roles and responsibilities clearly documented for whole school.	Leadership Team	Term 1	6 months: <ul style="list-style-type: none"> - Responsibilities document circulated to all staff to express an interest in taking on specific responsibilities. - Staff allocated to responsibilities. - PDP Professional Engagement goals linked to areas of responsibility. 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> - Responsibilities were completed in full. - Reflection on strengths and areas for improvement on Responsibilities document and process to inform 2018 has been completed. 	● ● ●		\$0	
	Develop and enhance Student Leadership programs:			6 months: <ul style="list-style-type: none"> - SRC have brainstormed ideas for Student Leadership opportunities and roles for 2017. - Leadership Roles were promoted and filled via letter of application and interview with the school leadership team. - Leadership Opportunities were promoted to all students. 	● ● ●		\$2,000	
	<ul style="list-style-type: none"> - SRC - Senior Leadership Groups. - Establish Middle School Leaders. 			12 months: <ul style="list-style-type: none"> - Students have completed a reflection on the impact of Student Leadership positions. - Students have completed a reflection on the success of the Leadership opportunities. 	● ● ● ● ● ●		\$0	



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To develop students who are motivated, engaged, resilient and willing to contribute to the wellbeing of others.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate for Learning						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Attitudes to School Survey - Student motivation – from 4.59 to 4.70 - TARGET NOT MET. Attitudes to School Survey - Connectedness to peers – from 4.36 to 4.5 TARGET NOT MET. Parent Opinion Survey - All student engagement variables to be 6.0 or higher TARGET NOT MET. Attitudes to School Survey - School connectedness – from 4.54 to 4.70 - TARGET NOT MET. Parent Opinion Survey - Behaviour management – from 5.81 to 6.0 TARGET NOT MET. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Attitudes to School Survey - Student motivation – from 4.59 to 4.70 - (from 4.37 in 2016 to 4.67 in 2017) Attitudes to School Survey - Connectedness to peers – from 4.36 to 4.5 (from 4.11 in 2016 to 4.47 in 2017) Parent Opinion Survey - All student engagement variables to be 6.0 or higher <ul style="list-style-type: none"> School connectedness - from 5.87 in 2016 to 6.0 in 2017. Social skills – from 5.57 in 2016 to 5.96 in 2017. Student motivation - from 5.75 in 2016 to 5.97 in 2017. Connectedness to peers - from 5.56 in 2016 to 6.0 in 2017. Attitudes to School Survey - School connectedness – from 4.54 to 4.70 - (from 4.15 in 2016 to 4.66 in 2017) Parent Opinion Survey - Behaviour management – from 5.81 to 6.0 (from 5.19 in 2016 to 5.95 in 2017) 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Empowering students and building school pride.	Develop and implement a whole school engagement and wellbeing focused program for the start of the school year.	Leadership Team.	Prior to Term 1	6 months: <ul style="list-style-type: none"> Kensington Kick Off program implemented at the beginning of term 1. All PLCs have customised the program to meet the needs of their cohort of students. Information Videos sent home to families at the conclusion of each day of the program to support home school partnerships. Staff and student feedback documented and applied to the program for 2018. 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> Kensington Keep Kicking program developed and implemented at the beginning of Term 3. Information Videos sent home to families at the conclusion of each day of the program to support home school partnerships. Staff and student feedback documented and applied to the program for 2018. 	● ● ●		\$0	

	Wellbeing Leader position established with a focus on: <ul style="list-style-type: none"> - making connections with local organisations and community groups; - continued development of Bounce Back program, and - increased utilisation of kitchen / garden facilities as part of core curriculum. 	Leadership Team	Prior to Term 1	6 months: <ul style="list-style-type: none"> - EOI process undertaken for position and staff member selected. - Position description developed in consultation with staff member. - Connections forged with organisations and community groups. - Bounce Back support materials provided to staff. - Introduce system for tracking use of kitchen / garden facilities by classroom teachers. 	● ● ●		\$1,000	
				12 months: <ul style="list-style-type: none"> - Programs and services being accessed / delivered as a result of connections forged. - Bounce Back sessions documented in all work programs. - Increased use of kitchen / garden facilities visible in data set. 	● ● ●		\$0	
	Classroom environments to reflect whole school approach to engagement and wellbeing.	All staff.	Term 1.	6 months: <ul style="list-style-type: none"> - Class sets of Values posters to be developed by each class. - School Vision displayed in all classrooms. - Mistakes are welcome posters displayed in all classrooms. - 'What makes a great class mate?' displays in all classrooms. 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> - Environment audit completed by all staff to address the question – 'What does our learning environment communicate about what we value?' - Findings used to inform 2018 start of year program and classroom environment guidelines. 	● ● ●		\$0	
Regular promotion and inclusion of engagement and wellbeing across the school.			6 months: <ul style="list-style-type: none"> - Weekly newsletter article focused on values, bounce back, emotional coaching, engagement or wellbeing. - Lunchtime Engagement activities offered. 	● ● ●		\$0		
			12 months: <ul style="list-style-type: none"> - Parent information sessions offered by experts in wellbeing, engagement, childhood development. <ul style="list-style-type: none"> o Developing resilience. o Promoting emotional wellbeing. o Managing challenging behaviours. o Developing social skills, etc. 	● ● ●		\$0		
Improved communication / tracking system for behaviour incidents / wellbeing issues.			6 months: <ul style="list-style-type: none"> - Tracking system developed and implemented. - Professional learning provided to staff on use and value of the new system. - Incidents and issues being added to the system. 	● ● ●		\$0		



				12 months: <ul style="list-style-type: none"> - Data being analysed to inform interventions and supports for individual / groups of children. - Reduction of incidents or issues as a result of interventions and support provided to identified students. 	● ● ●		\$0	
	Student Survey Support – Principal and Wellbeing Leader develop information session for assisting students to fully understand attitudes to school survey.	Leadership Team Wellbeing Leader	Term 2	6 months: <ul style="list-style-type: none"> - Program written and delivered to students prior to the Attitudes to School Survey. - Student feedback on program – ‘Did it help you to better understand the questions?’ 	● ● ●		\$0	
				12 months: <ul style="list-style-type: none"> - Student reflections used to revise the program for 2018. 	● ● ●		\$0	

Section 4: Annual Self-Evaluation

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	

	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments:				
Confidential cohort analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

